

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

9-2013

HHP 520.01: Research Design & Program Evaluation

Arthur W. Miller

University of Montana - Missoula, arthur.miller@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Miller, Arthur W., "HHP 520.01: Research Design & Program Evaluation" (2013). *Syllabi*. 178.

<https://scholarworks.umt.edu/syllabi/178>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Research Design & Program Evaluation

Fall 2013

HHP 520/C&I 520/EDLD 520

Dr. A. W Miller

McGill 206 tel. 243-5238

arthur.miller@mso.umn.edu

The goal of this course is to help students in education learn how to use the methods and findings of educational research to address their professional needs, interests, and problems. They will learn about the nature of educational research, how to access and review the research literature about education, and how to read and evaluate articles that report research studies. Also, they will learn the range of methodologies that educational researchers use. Students will complete a course project that gives them the opportunity to select a problem of practice that interests them and write a review of research studies that are relevant to solving this problem.

By taking this course, the student will develop:

- an understanding of the nature of educational research and how it relates to educational practice.
- an understanding of the different purposes and assumptions of quantitative and qualitative paradigms of educational research.
- skill in developing a review of literature on a specific educational topic.
- an understanding of the basic procedures involved in research sampling, measurement, and design.
- skill in comprehending, interpreting, evaluating, and applying the findings of published research articles and other research reports.
- the inclination to draw on research findings when making educational decisions.
- skill in using action research and evaluation research to investigate local educational problems.
- skill in developing the outline and carrying out the design for a research proposal.

Texts:

Applying Educational Research
Gall, M., Gall, J., & Borg, W.
Pearson Publishers 6th edition

HHP 520/C&I 520/EDLD 520
Research Design MILLER
FacPac A fall 2013

Article Critiques

- Each student will submit 21 research article critiques. These critiques will pertain to articles from your field of interest and/or field of study. The 21 articles must come from a minimum of 4 different journals, publications or sources. The intent of this assignment is to have you explore the different sources and determine your valuable resources. If resources are restricted, see me for alternative plans.
- Use the outline form provided in the faculty pack at the end of the booklet. Feel free to add any categories or headings valuable for your topic. The ultimate goal is to create a format that is valuable for you and your topic.
- Please send your articles electronically. I will confirm your submission within 2-3 days. If you do not receive a confirmation, send me a short request or reminder. We can clear that situation up very quickly. I do not need a hard copy of the article reviews or the articles. Retain hard copies for your records if desired, electronic submission is requested.
- Research articles due 4:10 pm on the determined due date.
9/23 10/28 11/25 = article due dates

Research Proposal

- Each assignment should include the previous week(s) written work as well. The purpose is to accumulate a written proposal at the end of the 6 different assignments. Combine all the chapters as you move through the assignments. Assignment three, research design, should be turned in with the previous assignments problem and literature review.
- Please send your proposal electronically. I will confirm your submission within 2-3 days. If you do not receive a confirmation, send me a short request or reminder. We can clear that situation up very quickly. I do not need a hard copy of the proposal. Retain hard copies for your records if desired, but electronic submission is requested.
- Research articles due 4:10 pm on the determined due dates
10/7 the problem
10/21 literature review
11/4 research design
11/11 sampling/research methods
11/25 analysis procedures
12/9 final proposal due

Evaluation

Test I	100 points	(80 pts in class/20 pts take home)
Test II	100 points	"
Test III	100 points	"
Homework	150 points	15/20 homework
Research proposal	90 points	15 pts each category
Articles	<u>60 points</u>	3 pts each article
	600 points	total

grade breakdown

570-600	=	A	492-509	=	B-
552-569	=	A-	480-491	=	B
528-551	=	B+	462-479	=	C+
510-527	=	B	444-461	=	C

There is no opportunity to earn extra points. Since there are a total of 600 points and over half are credited to out of class assignments, there are numerous opportunities to earn full point value for assignments. Organization and prioritization are keys to the class. You only take one research design class in your graduate program so complete dedication is necessary.

Tests

There will be three (3) written class tests. Each test will be worth a total of 100 points. There will be an in class portion and a take home portion of the 100 points. Each in class portion will be worth 80 points. These 80 points are earned by answering the questions provided from the assigned readings. Tests will be handed out and completed in class the day of the test. The remaining 20 points will be a take home test. The take home portion is part of your faculty pack. Tear out the take home portion, answer the questions, and turn in the assigned questions for the assignment. Put your answers directly on the test and try not to attach any other sheets with the test. When you tear out the test questions, you must be careful to include all the questions for the assignment. Also, try to tear the pages out neatly. The same organization and procedure will exist for all three written tests.

Homework

Homework assignments are due on the assigned dates listed. You are required to complete 15 out of 20 homework assignments. You can choose which 15 you want to complete. However, you must turn in the homework by the assigned due dates and cannot get credit for any homework after the announced due dates. I repeat, there will not be any credit for homework after the due dates. Tear out the homework assignments from the FacPac, complete it directly on the sheets by circling the correct answer and completing the short answers, and turn in the sheets. You should put your short essay answer directly on the sheets provided. Only 15 homework chapters will be credited and you cannot earn any extra credit for more homework. Check the schedule within the syllabus for homework due dates.

Tentative Schedule							
#		date	chapters	reading content	articles	proposal	homework
1	M	8/26	Gall 1	research			
2	M	9/2	Labor Day	no classes			
3	M	9/9	Gall 2	proposal to thesis			1 & 2
4	M	9/16	3 + 4	Library search			3 & 4
5	M	9/23	5	literature reviews	7 due		5
6	M	9/30	test I	take home due			
7	M	10/7	Gall 6	quantitative research		problem/purpose	6
8	M	10/14	7 & 8	stats & practical significance		problem revised	7
9	M	10/21	8, 9 & 10	statistical significance/descriptive		lit search	8 & 9
10	M	10/28	test II	take home due	7 due		10
11	M	11/4	Gall 11 & 12	group comp/correlational		research design	
12	M	11/11	Veterans Day	no class		sampling/methods	11,12 & 13
13	M	11/18	13,14,15 & 16	case/narrative/ethnography/Experimental			14,15 & 16
14	M	11/25	17, 18, 19, 20	historical, mixed, action & evaluation	7 due	analysis procedures	17 & 18
15	M	12/2	test III	take home due			19 & 20
	M	12/9		final materials due 4:10 pm		completed proposal	
				short presentation by students			